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ABSTRACT

The trainable child's needs and abilities are considered; criteria for admission to and exclusion from the training school program are discussed. Curricula for children aged 5 to 9, 7 to 12, and 12 to 17 are then reviewed; all are grouped around expressive activities and self care, social, motor, academic, and vocational skills. Also presented are the work orientation program, providing advanced classroom and integrated work experience for ages 17 to 20, and the vocational and homeliving programs. Appendixes treat concurrent work experiences, industrial therapy, music, art, speech and hearing, and field trips. (JD)

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State Department of Health and Social Services
Division of Mental Hygiene
Bureau of Mental Retardation

A CURRICULUM FOR THE RESIDENTIAL TRAINABLE CHILD

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL
UNION GROVE, WISCONSIN

John M. Garstecki, Superintendent

February, 1970

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A CURRICULUM FOR THE RESIDENTIAL TRAINABLE CHILD

(EIGHTH EDITION)

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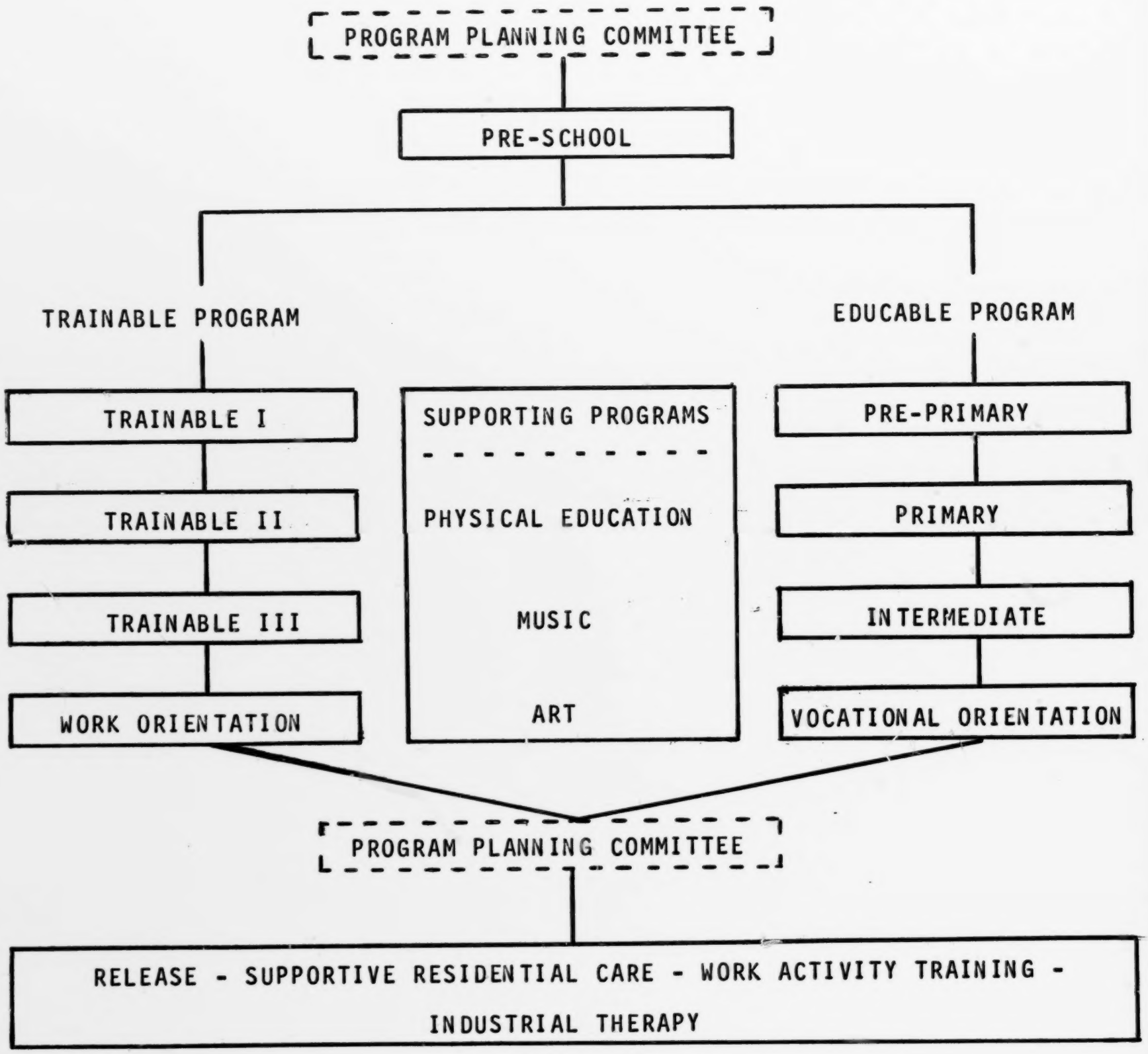

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INTRODUCTION

In the past decade, professional workers have become more increasingly concerned about the moderately retarded child and his problems in the home, the community, or in the sheltered environment of the residential school. A large share of the credit for stimulating this national interest belongs to the parent organizations. Much of the early efforts of these groups were directed toward stimulating educators and school boards and informing the lay public of the scope of the problem of mental retardation. Emphasis was also placed upon gaining equal educational opportunities for this segment of the population.

Special education was founded in the belief that every child is entitled to educational opportunities. The program for trainable children is seen as an extension of educational opportunities for the mentally retarded and is an effort to provide learning experiences based on their needs.

The war years afforded many opportunities for gainful employment to the mildly retarded individual. The post war years, with an ever increasing demand for consumer goods, further created full employment; thus, many educable girls and boys remained in the labor market. During these same years, several hundred mildly retarded patients were released from the Southern Wisconsin Colony and Training School either to their families or to independent work placement in the community.

The efforts of the parents' organizations began to bear fruit. While special classes existed for many years in a few of the larger cities, most communities did not provide any educational opportunities for the mentally retarded.

Special classes in the public schools for the educable child slowly began to grow and their evolution discouraged the commitment of a goodly number of educable mentally retarded to the State institutions.

With the decrease in need for service to the educable child, emphasis turned to the remaining population. The concept of the trainable child and a curriculum to meet his needs was first developed in the School Department of the Southern Wisconsin Colony and Training School in 1949-1950. The school program prior to 1950 was primarily concerned with meeting the needs of the educable child. There was very little formal program for the more severely retarded.

There was apparent evidence of the change in the character of the residential population. A survey showed that more than 75% of the patients classified as moderately retarded (30-50 I.Q.) or lower. There was a growing awareness on the part of the staff

of a need for a complete re-appraisal of the training program of the School Department if maximum educational opportunities were to be provided for this large segment of the population. In view of this change in the type of residential patients, an entirely new philosophy and program had to be developed to meet the needs of what is now known as the "trainable child".

The introductory use of the term "trainable child" was intended as a means of sub-classifying mentally retarded individuals requiring "special education". This sub-classification was popularized in the early '50's in Wisconsin largely through the efforts of Harvey A. Stevens who advanced the cause of the "less competent" retardates and introduced a classroom approach for providing such children with systematized knowledge of social skills. He recognized at that time that the initiation of a program of training for the "trainables" would hopefully pave the way for differentiation of learning problems among the heterogeneous groups of "trainables".

The "trainable child" is defined as any child whose apparent level of attainment makes it unlikely for him to respond to traditional methods of academic education. Because he is unable to receive education or be educated on the basis of existing methodology, something special must be done to help him in making selected accommodations to given environmental situations so that he may survive or avoid discomfort.

As long as the child's sensory apparatus is sufficiently developed or sufficiently free from damage to enable the registration of sense experiences, followed by the integration of such experiences, he may be "trained" to engage in actions or sequences of activities which culminate in simple goals. If a child can instinctively appraise and move toward or away from external stimuli, he may be described as "trainable". The degree and extensiveness of such trainability again involve issues related to the need for refinement of goals and purposes for individual children. Broadly speaking, the "trainable child" is one who may respond to measures employed to elicit more discriminatory movements and actions than are prevalent at the time of psychological evaluation.

The child under consideration here has been variously referred to as the imbecile, the moderately retarded, the middle grade, and the "trainable". Such children will require care, supervision, and economic support for the full term of their lives. Development by this child is possible in certain growth areas. These areas center around personal competency that generally fall within the following skills and activities:

I. Self-help Skills
II. Social Skills
III. Motor Skills
IV. Academic Skills
    a. Language development
    b. Number development

V. Vocational Skills
VI. Expressive Activities

In the area of self-help, the "trainable child" can gain competency dressing, feeding, washing, and toileting. In general, the child can learn to the degree that will make him independent of total care in these routine activities. He will require constant supervision to see that such activities are carried out.

The "trainable child's" competencies in social skills can be developed to the point of learning to share, getting along with others, respecting property rights, and of generally becoming an acceptable, but dependent, member of the society in which he lives. The "trainable child" will always have an abundance of leisure time. The use of this time is the key to keeping the person from regressing, and the program of training should include activities that can be carried out during leisure hours. Music, crafts, and spectating are examples of activities that should be included in the program.

"Trainable children" can benefit from planned programs to increase competencies in motor skills. The emphasis is upon development of large and small muscles through appropriate activities. Such skills as walking, running, hopping, etc., are developed with particular emphasis upon improved coordination. Small muscle development is centered upon adequate use of the activities of every day life, i.e., handling eating utensils and manipulating coloring and writing tools.

Competencies in academic skills that can be handled by the "trainable child" are rote in nature. The activities center around language development and very primary development in the use of numbers. Language development should be both oral and written to aid in simple communication. Number development centers around the acquisition of simple quantitative understandings.

At best, the "trainable child" will never be more than marginally independent. The development of vocational skills is limited to housekeeping chores and working in the most sheltered environment under close supervision. Stress in the program is upon safety and maintaining the person at the optimum level of competency.

The "trainable child" cannot be expected to be a creative being of the same type as the normal child. He should have the opportunity to develop self-expression and enjoyment of simple expressive media. Various media of the arts and crafts should be used to stimulate self-expression. Many opportunities for simple musical experiences, dramatic play, and development of manipulative skills should be offered.

The "trainable mentally retarded child" may also be a child with physical and emotional problems. These additional handicaps have direct bearing upon competency but need not be factors that eliminate the child from programs and point to the need for services other than school services. Programs for the "trainable retarded child" may include occupational therapy, psychological therapy, activity therapy, physical therapy, and other rehabilitative services. These programs should not treat retardation, but should deal with the associated handicapping conditions.

A final area for consideration, but outside the school curriculum in most state institutions, is spiritual development. It is generally accepted that religious instruction should be offered. Simple understandings of faith and their acceptance usually is the goal.

With the needs and the abilities of the "trainable child" in mind, the following general objectives for the program were established in 1950:

1. To teach the child to care for his everyday physical wants.

2. To teach the child to live with other children and with adults.

3. To teach the child to play and be happy, to share joys and discomforts, become aware of desires and rights of others, and to experience pleasure from simple successes.

4. To develop the child's capacities to the fullest so that he can more adequately carry on his daily activities in his limited environment; the capacity to express himself verbally, to perform manual tasks successfully, and to control emotional outbursts.

Criteria for admission was divided into five areas of development and were considered minimum requirements for a child to be able to benefit from this program. They included the physical, mental, social, emotional, and educational areas. Final selection on the basis of these criteria was, in some cases, deferred until after the child has been given a period of sustained observation in the classroom. It was possible to enroll a child even though he did not satisfy all the criteria in each area.

The criteria were:

Physical -- The child should be ambulatory, should be trained to toilet habits, should be free from excessive drooling, possess some degree of coordination, should see, should hear, should have a chronological age between 6 and 16 years.

Mental -- The child should be able to make his wants known, have a mental age of at least 2.5 years, possess an intelligence quotient between 20 and 50, should not be too distractible, particularly at the adolescent level.

Social -- The child should be able to respond to group situations in play or other activity, and should not have too many anit-social behavior patterns.

Emotional -- The child should be able to react to learning situations and stimuli. He should be able to learn to exercise prudence in dangerous situations.

Criteria for exclusion were established, and subjective judgments were made on each individual case based on these criteria:

1. Attained upper age limit (C.A. 16).
2. Received maximum benefit with no significant future benefits anticipated.
3. Unable to attend to class activities.
4. Unable to adjust to group situations.
5. Unable to react to learning stimuli.
6. Deterioration or regression in intellectual or social behavior.

On the basis of a decade of experience, the following considerations for determining eligibility have evolved:

1. Psychometric - below 50 I.Q.
2. Chronological age 5 - 17 with exceptions.
3. Mental age - dependent upon group readiness in area of physical development, language development, and social development.

4. Social competence (readiness):

   a) sufficient communication ability;
   b) basic safety habits;
   c) personal habits (minimal);
   d) responsiveness to adult direction;
   e) desire to participate with others;
   f) demonstrates some readiness in understanding and respecting the rights of others, and accepting group rules;
   g) other social development, i.e., cooperative play, kindness, sympathy, and courtesy should be in the readiness stage.

Exclusion considerations remain much the same. Chronological age has become a rather flexible figure. The prime consideration for exclusion now centers on the fact that the "trainable child" can no longer benefit from the program. Physical, emotional, and intellectual considerations are taken into account. At the time of exclusion, the child is considered for placement in one or more of the following areas:

1. The Work Activity Training Center or other maintenance of level programs.

2. The Colony's work placement program (Industrial Therapy).

3. Activity programming as offered by the Activity Department.

4. Placement:

   A. Temporary Discharge to work placement.
   B. Temporary Discharge to home placement.
   C. Temporary Discharge to a community resource:
      1) Under Aid to Disabled;
      2) Residential Care Homes.
   D. Placement in a foster home under provision of Wisconsin Family Care Program.
   E. Transfer to other resources of the Division of Mental Hygiene.

Set forth in the preceding narrative is a brief history of the Southern Wisconsin Colony and Training School program for the "trainable child". A description of the "trainable child" and developmental areas that make up the program for the "trainable child" have been presented. Inclusion and exclusion considerations given the "trainable child" as he enters or leaves the program were also presented. An attempt to establish the specific objectives and activities that constitute a curriculum for "trainable children" follows. This curriculum is mainly a guideline to a sequential approach to the problem of providing "trainable children" with experiences

that meet their needs. The scope of this curriculum is not meant to be comprehensive. It is suggestive and implementation is accomplished through the teacher's knowledge of human growth and development, developmental readiness, individual differences, motivations and the creativity necessary to provide a limited human being wth the opportunity to learn.

The major aims to the curriculum are twofold, namely, acquiring adequate attitudes and habits, and the development of skills and abilities necessary for competency in self-care, social competence, and economic resourcefulness.

The teacher is also guided by the philosophy of the school's administration. This philosophy is dedicated to the belief that the needs of learners are best met when instructions evolves from the needs and purposes of the learner. Needs and purposes of the learner are generally twofold: present and future. Thus, classroom experiences at Southern Wisconsin Colony evolve from the problems of living in a residential situation and meeting the needs of a learner one day to be returned to the community. The broad objectives of the program are to develop intellectual capacities to the fullest degree and provide maximum opportunities for good social adjustment and opportunities for maturational development. The broad objectives are met by organizing classroom experiences around "situations" that foster growth in individual capacities, social participation, and abilities to deal with environment.

DESCRIPTION OF TRAINABLE PROGRAMS

TRAINABLE I

Trainable I enrollment is usually preceded by Pre-School attendance with classes composed of children between the ages of five to nine. The minimal eligibility, criteria mentioned earlier are required for enrollment. Emphasis is upon working group, learning to travel to school, and establishing habits of self-care.

TRAINABLE II

Trainable II programming is a sequential continuation of the Trainable I class. It includes children from seven to twelve years of age with emphasis being placed on developing self-sufficiency, wholesome attitudes, and adequate peer relationships.

TRAINABLE III

Trainable III children range from 12 to 17 years of age and are continued in the sequence of experiences. Emphasis is on development of independence, self-expression, social attitudes,beginning vocational skills, and communication skills.

WORK ORIENTATION

Trainable children demonstrating potential for some degree of economic usefulness either within the Colony, another residential setting, or at home demonstrating the potential for independent living are enrolled in Work Orientation programming.

Continuing with many of the Trainable III objectives, the child in Work Orientation is introduced to the experiences associated with gainful activity. The range is from 17 to 20 years of age and emphasis is placed on developing very basic work habits and skills. Thusly equipped, the adult trainable may find satisfaction through doing some meaningful tasks. The program is comprised of advanced classroom and integrated work experiences when appropriate.

Work Orientation could be referred to as the secondary program for trainable children. The program is conducted to meet the individual needs of these children and each is considered for enrollment in Work Orientation, Shop, and Home Living.

WORK ORIENTATION SHOP

The Vocational Shop is organized and operated within the framework of a general comprehensive shop. The broad areas of experience are woodworking, general plastics, and general leather.

WORK ORIENTATION HOMELIVING

The areas covered in the Homeliving program are: personal development, foods, clothing, home care, and child care.

CONCURRENT WORK EXPERIENCE

The Colony has numerous work areas throughout its operation to which patients can be assigned concurrently with the Work Orientation programming. Assignment is made to these work areas to:

1. Evaluate habits, attitudes, efficiency, emotional stability, capabilities, aptitudes and determination of placement in Industrial Therapy, Work Activity Training Center, and possible sheltered community employment.
2. Provide new experiences.
3. Provide an orientation to work.
4. Support classroom endeavors.

A sequential list of tasks and associated knowledges has been developed for each work area. (See Appendix A). Employees supervising the students to help them to gain maximum skill and knowledge in each area before the student is moved to a new area. The period of time the student is assigned to each work area is determined by the student himself, his ability and interest. Minimum assignment, three months. Maximum assignment, one year.

DESCRIPTION OF SPECIALIZED AND SUPPORTING PROGRAMS

Music Program

See Appendix C.

Guidelines for Speech and Language Development

See Appendix E.

Physical Education Program

"An Activity Curriculum for the Residential Child"

Art Program

See Appendix D.

TRAINABLE PROGRAMS - Description

Industrial Therapy

Upon completion of the Trainable program, patients are assigned to various work areas throughout the Colony. (See Appendix B). A therapeutic payment is made to the patients for work performed.

No longer training oriented, Industrial Therapy patients now work full days, putting to use the experiences gained in their formalized education, to maintain their performance level and gain the satisfactions associated with work.

At the time of enrollment in the Industrial Therapy Program, or sooner, referrals are made for community placement.

TRAINABLE I CURRICULUM

OBJECTIVES

1. To develop, to some degree, the art of self-help, so that child may be better suited to live within his sheltered environment.

2. To help the child to communicate with others so that he may make his wants and needs known in order to make his life a more happy and meaningful one.

3. To refine the child's motor control so he may participate in a few of the pleasures existent within his environment.

4. To develop some social practices which enables him to become a more acceptable person.

I. SELF-HELP SKILLS

A. Dressing and Undressing

1. Put on and adjust own clothing appropriately and remove sweater, coat, jacket and button and unbutton.
2. Put on and remove mittens.
3. Put on and remove cap, scarf.
4. Put on and remove shoes, and boots.
5. Lace shoe and tie knot - complete bow with assistance.
6. Zip and unzip with assistance.
7. Hang outer clothing on hook and/or hanger.

B. Bathroom and Grooming

1. Anticipate and use toilets appropriately (flushing).
2. Arrange own clothing, attach fasteners, belts, snaps, with assistance if necessary.
3. Wash and dry hands after toileting (with reminders).
4. Comb and brush own hair.
5. Wash and dry face.
6. Wipe nose with reminders when necessary.
7. Brushing teeth with verbal or manual assistance.

C. Table Manners

1. Wash hands before dealing with food.
2. Orderly seating procedure.
3. Pass napkins, utensils, edibles in a systematic <u>sequential</u> pattern.

4. Take single portions of edibles without handling all.
5. Say "please", "thank you".
6. Eat and drink only when everyone has been served.
7. Eat and drink as neatly as possible, reminders when necessary.
8. Remain seated until everyone is finished or be excused.

D. Work Skills

1. Help in the maintainance of classroom appearance; passing out materials, picking up materials.
2. Serving of edibles and collecting utensils and washing tables.
3. Simple dusting (surface).
4. Sweeping small, open areas with appropriate size broom.
5. Selecting toys or leisure time media and replacing same after play periods.

II. SOCIAL BEHAVIOR

A. Simple manners; "please", "thank you", "excuse me", "you're welcome", "please pass".
B. Participate in group activities.
C. Sharing things with others.
D. Offering to help others who require assistance.
E. Learning to respect property of others.
F. Learning acceptable behavior on field experiences.

III. COMMUNICATION SKILLS

A. Respond to simple directions, one word or phrase such as "sit down", "yes", "no", "come here".
B. Point to simple objects with verbal direction.
C. Point to common body parts upon direction.
D. Perform finger plays and action songs.
E. Develop listening habits.

1. Simple stories and records.
2. Simple picture interpretation.
3. Self expression through dramatic play.

F. Imitating animal and common environmental sounds.
G. Say own first name and cottage number.
H. Rote counting 1-5 and number identify 1-5.
I. Understanding simple quantitative concepts through 3.
J. Recognizing primary colors.

IV. MOTOR DEVELOPMENT

A. Gross Motor Activities

1. Rolling large ball and catch when rolled.
2. Kicking a ball.
3. Climbing and descending stairs, jumping down, clapping and marching, walking on balance board.
4. Balance development by other media.
5. Simple exercises.

B. Fine Muscle Activities

1. Use of large primary colors and primary pencils.
2. Practice opening and closing, with help, scissors.
3. Stacking color discs on dowel.
4. Stringing beads.
5. Inserting pegs in pegboard.
6. Simple pasting.
7. Painting with water colors.
8. Folding paper.

V. EXPRESSIVE ACTIVITIES

A. Arts and Crafts

1. Use of large elementary crayons and water colors.
2. Coloring simple large object pictures or geometric forms.
3. Free expression - use of finger paints.
4. Pasting and cutting.

B. Music - See Appendix "C"

D. Dramatic Play

1. Pantomining simple stories - action songs, finger plays.
2. Roll playing - helper - worker - community helpers that are known, nursery rhyme characters.
3. Free expression play with toys or other classroom objects.
4. Use of sand and water tables.

E. Art Curriculum - See Appendix "D"

TRAINABLE II CURRICULUM

OBJECTIVES

1. To develop a sense of self-sufficiency which will have applicability to child's limited environment.

2. To provide the child with opportunities to develop wholesome attitudes toward himself and others.

3. To gain satisfying relationships with others through adequate communication and by other meaningful experiences.

4. To provide activities for the use and development of large and small muscles.

5. To provide activities that will develop economic usefulness.

I. SELF-CARE SKILLS

A. Dressing Undressing

1. Put on and remove all outer clothing.
2. Properly manipulating fastenings, buttons, zippers, snaps, belts, etc.
3. Put on and remove shoes and boots.
4. Lacing and tying shoes.
5. Polishing shoes.
6. Helping others to achieve the above.

B. Bathroom and Grooming

1. Anticipate need and use toilets appropriately (flushing).
2. Wash hands after toileting with no or only occasional reminders.
3. Arrange clothing with no or only occasional reminders.
4. Wash and dry face.
5. Comb and brush own hair.
6. Wipe nose with occasional reminders.
7. Brush teeth - verbal assistance.

C. Table Manners

1. Wash hands before dealing with food - occasional or no reminders as part of procedure.
2. Acceptable posture and procedure for being served.
3. Systematic, sequential passing of napkins, utensils and edibles.

4. Taking single portions.
5. Eating and drinking only when everyone is served.
6. Begin manipulation and interchange of knife and fork.
7. General use of napkin.
8. General use of manners.
   (a) Please
   (b) Thank you
   (c) Please pass
9. Remaining seated until everyone is finished or saying "excuse me".

D. Work Skills

1. Develops positive, systematic work habits and attitudes toward fellow workers.
2. Assist in maintainance of classroom appearance - passing out and picking up of materials.
3. Serving of edibles and cleaning areas afterward.
   (a) Collecting utensils
   (b) Washing tables
   (c) Etc.
4. Washing and drying utensils with guidance.
   (a) Measuring detergent
   (b) Clean dish towel
   (c) Etc.
5. Simple food preparation such as:
   (a) Making sandwich i.e., cutting and spreading
   (b) Liquid measurement i.e., cup: 1/2, 1/4 and 1/3
   (c) Exposure to can opener
6. Dusting, flat, flush surfaces.
7. Sweeping, under objects.
8. Selecting and appropriating using toys or other leisure time media.
9. Folding laundry.
10. Gardening.
    (a) Shovel, rake, hoe

II. <u>SOCIAL SKILLS</u>

A. Develop Acceptable Manners

B. Develop Good Listening Habits and Follow Directions

C. Respect Others and Their Property

D. Share

E. Take Turns

F. Offer Assistance to Others

G. Learn Appropriate Behavior and Dress for Field Experiences

1. Going on picnic vs. going to show.
2. Going swimming vs. Christmas shopping.

H. Develop Acceptable Frustration Control

III. COMMUNICATION SKILLS

A. Respond to simple phrase directions.

B. Recognize full name and basic colors.

C. Recognize and identify numbers (1-12).

D. Repeat simple rhymes, finger plays, action songs, singing simple rote songs.

E. Identify simple printed signs for self protection and daily living.

1. Bathroom
2. Stop - go
3. Etc.

F. Understand verbal directions with manual reinforces (when necessary).

G. Exposure to use of telephone.

H. Speak in simple phrases and sentences.

I. Print or trace own name.

J. Learn action words and imitate.

K. Simple picture interpretation.

L. Dramatizing and pantomining of simple stories.

M. Learn the proper handling of books.

N. Learn to understand simple quantitative words.

1. More - less
2. Few - many

O. Learn to understand opposite concepts.

1. Up - down
2. In - out
3. Near - far
4. Etc.

P. Introduction to concepts of time and money.

Q. Learn to deliver a simple oral message.

R. Identify days of the week and become familiar with months.

S. Relate outside experiences.

IV. MOTOR DEVELOPMENT

A. Gross Muscle Activities

1. Playing any type of game involving gross muscles.
   (a) Balance games
2. Rhythmic walking, running, marching, jumping, hopping, etc.
3. Follow the leader activities.
4. Simple folk dancing.

B. Fine Muscle Development

1. Use of small pencils, crayons, chalk
   (a) Copying words - numbers
2. Tracing activities.
3. Cutting objects with scissors.
4. Pasting activities.'
5. Folding paper (1/2 - 1/4).
6. Use of sewing cards and darning needles with yarn or cord.
7. Dress dolls.

V. VISUAL DISCRIMINATION

A. Identification of geometric shapes.

B. Distance judgment.

C. Number of objects in one picture.

D. Size discrimination.

1. Large - small
2. Tall - short

E. Action words.

1. Push - pull
2. Up - down
3. Over - under
4. Run - walk

VI. EXPRESSIVE ACTIVITIES

A. Arts and Crafts

1. Free expressive use of crayons, pencils, paints, etc.
2. Making paper mache forms.
3. Free expressive play
4. Imitation of adult figures.

B. Music - see Appendix C

C. Dramatic Play

1. Pantomining or enacting simple stories or action songs.
2. Role playing.
   (a) Environmental helpers (doctors, nurse)
   (b) Community helpers
   (c) Nursery rhyme characters

D. Manual Skills

1. _____ develops control in use of:
   (a) Scissors
   (b) Household equipment
   (c) More complex puzzles
   (d) Washing - drying dishes
   (e) Simple sewing
   (f) Garden equipment
   (g) Cooking utensils
   (h) Table utensils
2. Developmental physical education activities.
3. Use of equipment which require a greater degree of coordination and control.
4. Create objects out of various scrap material.

E. Art Curriculum - See Appendix D

TRAINABLE III

(Advanced Classroom Experiences)

OBJECTIVES

1. To develop a sense of self-satisfaction through participation in a wide variety of experiences.

2. To participate in many group activities toward better adjustment to daily living.

3. To develop and refine socially acceptable manners and habits as well to be able to communicate wants and needs as well as possible.

4. To provide activities toward the development of economic usefulness and productivity within a semi-dependent environment.

5. To develop large and small muscle coordination, in order to help the child function more adequately in situations involving physical participation.

I. SELF-HELP SKILLS

A. Dressing and Undressing

1. Putting on and removing all clothing without assistance.
2. Lacing and tying shoes without assistance.
3. Properly manipulating all fastenings and adjusting clothing without assistance and with infrequent reminders.
4. Constructive criticism of others appearance.

B. Bathroom and Grooming

1. Using all bathroom facilities appropriately.
2. Following established patterns of cleanliness rules with no or occasional reminders (washing hands after toileting and before dealing with any foods).
3. Brushing teeth correctly with no assistance.
4. Combing and brushing own hair and shampooing another's hair with the aid of verbal assistance.

C. Table Manners, (maintaining established routines with no or only occasional reminders).

1. Washing hands.
2. Acceptable posture and position for being served.
3. Systematic and sequential distributing of napkins, utensils and edibles.

4. Taking single portions.
5. Waiting until everyone is served.
6. Acceptable interchange of utensils.
7. General use of napkins with no or occasional reminders.
8. General use of manners and amenities with no or occasional reminders, ("please", "thank you", "may I be excused").
9. Remaining seated until everyone is finished.

D. Work Skills

1. Systematic maintenance of classroom appearance with only verbal assistance.
   (a) Distributing and collecting any materials used.
   (b) Washing, scrubbing flat surfaces.
   (c) Dusting shelves.
   (d) Washing and drying dishes and replacing.
   (e) Vacuuming carpeted areas and dusting furniture.
   (f) Sweeping given area and under smaller objects.

2. Simple Food Preparation
   (a) Use of picture recipe on chart.
   (b) Preparing edibles that require little assistance or supervision such as: cake mix, cookie mix, muffin mix, sandwiches and canned soup.

3. Selecting and appropriately using leisure time media such as:
   (a) More complex jigsaw puzzles.
   (b) Records.
   (c) Television
   (d) Small group simple games.

4. Shoveling, raking, hoeing, and use of manual lawn mower.

II. <u>SOCIAL BEHAVIOR</u>

A. Acceptable manners in classroom and social situations.

1. Good listening habits.
2. Respect for others and their belongings.
3. Good sportsmanship.
4. Sharing and taking turns.
5. Offering assistance to others.
6. Learning appropriate behavior and dress for a variety of tynes of field experiences.

B. Group Activities

1. Group planning and participation in parties for holidays and special occasions.
2. Group planning for a variety of field experiences.

III. COMMUNICATION SKILLS

A. Following directions in performing simple classroom activities

1. Identifying, copying and then printing both names.
2. Identifying, copying and then printing safety words and signs needed for mobility in public places.
3. Identifying numbers at least 1-31, (calendar).
4. Identifying own self, using both names, in sentence form.
5. Relating some daily and outside living experiences.
6. Time telling to the hour, half-hour.
7. Sequentially naming days of the week and months of the year.
8. Reading duties on work chart.
9. Dialing given digits on telephone and answering correctly.
10. Identifying all coins and currency.
11. Linear measurements - use of ruler.
12. Liquid measurement - 1 quart - 1 cup and 1/2 cup.
13. Identifying letters of the alphabet (letters in own names).

IV. MOTOR SKILL DEVELOPMENT

A. Gross Muscle Development

1. A variety of simple physical exercise games.
2. Simple folk dancing.
3. More complex games of balance.
4. Rhythmic exercises - hopping, marching, and skipping.
5. Throwing balls.
6. Hammering.

B. Fine Muscle Development

1. More complex jigsaw puzzles.
2. Use of screw driver.

3. Clay modeling.
4. More complex scissor cutting.
5. Sewing simple stitch patterns, sewing on buttons.
6. Sharpening pencils.
7. Sandpapering.
8. Sorting small objects into groups.

V. QUANTITATIVE UNDERSTANDINGS

A. Identifying and practicing numbers at least 1 through 12 (time telling).

B. Develop larger concept of numbers by various methods, such as sorting into representational groupings (1 through 10).

C. Number identification games; bingo, lotto, and cards.

D. Maintenance of calendar and weather chart.

E. Time telling games and devices.

F. Comparison of numbers and sizes.

1. Many - few.
2. First - last.
3. More - less.
4. Large - small, etc.

VI. EXPRESSIVE ACTIVITIES

A. Arts and Crafts

1. Free expressive use of crayons, paints, clay, paper and other media.
2. A variety of types of pattern following, tracing, dot, following color chart, number chart.

B. Music - See Appendix C

C. Dramatic Play

1. Role playing environmental and known community figures.
   (a) Attendant
   (b) Doctor
   (c) Milkman
   (d) Newsboy, etc.

D. Dramatization of simple well-known stories and fairy tales.

E. Free expressive dramatic activities.

F. Art Curriculum - See Appendix D.

VII. MANUAL SKILL DEVELOPMENT

A. Develop a greater degree of refinement in the usage of equipment and media used in classroom activities such as:

1. Cooking utensils.
2. Sewing equipment.
3. Cleaning implements,
4. Outdoor implements (rake, hoe, etc.).
5. Simple tools.

B. Developmental Physical Activities.

C. Use of a variety of leisure time media and equipment that requires a greater degree of coordination and control.

WORK ORIENTATION

(Advanced Classroom and Integrated Work Experience)

Student entering the Work Orientation program have been assigned on the premise that their maximum potential will be in a dependent status.

The curriculum provides the opportunity for optimum development of those habits, attitudes, and skills that are needed by a totally dependent individual living with a family in a residential care home, or in a community.

OBJECTIVES

1. To develop optimum health and personal skills and habits.

2. To provide meaningful experiences that aid in optimum social adjustment.

3. To provide opportunities to acquire optimum skills in communication and quantitative understanding.

4. To provide opportunities to develop optimum occupational habits, attitudes, and skills needed to function in a dependent setting.

HEALTH AND PERSONAL DEVELOPMENT OBJECTIVES

1. Ability to select clothing in relation to one's activities and needs.

2. Ability to relate the importance of clothing care and a well-groomed appearance.

3. Ability to apply the principles of nutrition and food preparation.

4. Comprehension of basic table manners and the role of a host and waitress.

I. HEALTH AND PERSONAL DEVELOPMENT

A. Clothing

1. Selection
   (a) Seasonal

(b) Occasional
(c) Becoming colors and design.

2. Care and appearance.
(a) Laundry and stain removal.
(b) Ironing and pressing techniques.
(c) Shoe care.
(d) Proper fit of clothing and shoes.
(e) Mending - buttons, hems, seams.

B. Grooming

1. Weekly and daily care.
(a) Hair
(b) Nails
(c) Shaving
(d) Bathing
(e) Oral Hygiene

2. Equipment and care.
(a) Electric shavers
(b) Manicure equipment
(c) Brushes and combs
(d) Hair dryer
(e) Toothbrushes

3. Products
(a) Before-after shave lotions
(b) Special soaps and cleansers
(c) Medicated creams, gells, etc.
(d) Manicure products
(e) Toothpaste, mouth wash
(f) Deodorants
(g) Shampoo, hair setting gels, conditioners, creme rinses
(h) Cosmetics
(i) Make-up

C. Nutrition and Food Preparation

1. The basic four food groups.
2. Planning and preparing meals.
(a) Breakfast
(b) Lunch
(c) Dinner
(d) Snacks

3. Equipment: safe and proper use, care of:
(a) Knives
(b) Measuring cups, liquid and dry
(c) Measuring spoons
(d) Flour sifter
(e) Can opener - manual and electric

(f) Stove and oven
(g) Freezer
(h) Garbage disposer
(i) Blender
(j) Pop corn popper
(k) Perculator
(l) Washing dishes and clean up procedures

D. Table Manners

1. Passing foods - amount of serving.
2. Use of the napkin.
3. Table setting procedures.
4. Serving procedures.
5. Clearing the table.
6. Proper use of the silverware.
7. General table manners.

SOCIAL DEVELOPMENT OBJECTIVES

1. To comprehend the meaning of personality.

2. Ability to apply the development of one's self in relation to accepting given responsibilities in society.

3. Ability to apply the values one looks for in friends to himself.

II. SOCIAL DEVELOPMENT

A. Personality

1. Variety of interests.
2. Variety of activities.
3. Conversation

B. Responsibilities in Society

1. Control of temper and frustrations.
2. Completion of tasks.
3. Being punctual.
4. Working.
5. Refraining from gossip and idle talk about people.
6. Respect of property, rights, feelings, and beliefs of others.
7. Respect of individual differences.

C. Desirable Interaction with Others

1. Good manners.
2. Being considerate, kind and courteous to others.
3. Sharing with others.
4. Helping others.
5. Listening to and following directions.
6. Obeying rules.
7. Working and playing with others.
8. Honesty.
9. Friendliness.

FUNCTIONAL ACADEMIC OBJECTIVES

1. Ability to apply the basic skills in communication with others.

2. Ability to apply the quantitative concepts to daily situations.

III. FUNCTIONAL ACADEMICS

A. Communication Skills and Functional Reading

1. Words necessary for daily living.
   (a) Men - ladies
   (b) Danger - caution
   (c) Entrance - exit
   (d) Walk
   (e) Do not enter
   (f) Stop
   (g) Telephone
   (h) Office, school, hospital, etc.

2. Introductions - tell name.
3. Print name, numbers, words.
4. Discuss pictures, stories.
5. Name days, months.
6. Relate experiences.
7. Use of telephone.
8. An understanding of job orientated vocabulary.
9. Opposite concepts.
10. Receipe, words, and kitchen staples.

B. Quantitative Concepts and Functional Arithmetic

1. Birth date and age.
2. Money
3. Print and reconize numbers.
4. Number concept 1-12.

5. Tell time.
6. Maintain calendar.
7. Size comparison.
8. Measuring; liquid, dry, inch, foot, yard.

INTEGRATED WORK EXPERIENCE OBJECTIVES

1. To apply the necessary skills, attitudes and habits to a work situtation.

II. INTEGRATED WORK EXPERIENCE

A. Habits, attitudes, and skills involved in the following:

1. Fold and put away laundry.
2. Dusting, mopping and sweeping.
3. Making beds.
4. Wash and dry dishes.
5. Set table. Serve food.
6. Pick up room for cleaning.
7. Rake and mow lawn.
8. Water garden and lawn.
9. Snow shoveling.

B. Simple Colony Tasks

1. Patient escorting.
2. Trucker's helper.
3. Gardener's helper.
4. Grounds cleaning.
5. Sewing room.

WORK ORIENTATION SHOP

The Work Orientation Shop is organized and operated within the framework of a general comprehensive shop. It consists of several broad areas such as, General Woodworking, General Plastic, and General Leather. Work in these areas is carried on simultaneously under the direction of one teacher. Emphasis is placed on the necessary characteristics of the good worker he is expected to be upon completion of the program.

The guidelines for the operation of the Work Orientation Shop have been drawn up as a means of accomplishing the following objectives within the limitations of the individual:

I. To develop desirable work habits, attitudes, efficiency, and emotional stability.

II. To accustom the student to the general workshop environment including safe conduct, new sounds, and proper wearing apparel.

General Woodworking

Objectives:

1. To acquaint the student with the more commonly used wood and wood products.

2. To develop the student's interest and ability to participate in an avocational woodworking shop.

Unit I Shop Safety in the Woodworking Area

A. General conduct in the shop.
B. Injury procedures.
C. Safe practices with hand tools.
D. Safe practices with power tools.
E. Fires, fire extinguishers, fire drill procedures.

Unit II Good Housekeeping

A. Care of shop furniture and equipment.
B. Cleaning with a brush, mop broom, cloth, air hose, vacuum cleaner, and Roto-clone.
C. Care of cleaning equipment and sorage of cleaning equipment.

Unit III Acquaintance with Hand Tools

A. Marking and layout tools.
B. Cutting tools.
C. Shaving tools.
D. Boring tools.

WORK ORIENTATION SHOP

Unit IV Hand Tools

A. Selection of proper tools.
B. Proper use of tools.
C. Care and maintenance of tools.

Unit V Wood Finishing Procedures

A. Steps to follow in applying the finish.
B. Proper application of the finish.
C. Cleaning of finishing equipment.

Unit VI Safe Practices with Power Tools

A. Operation

Unit VII Acquaintance with Power Tools

A. Cutting machines.
B. Boring machines.
C. Sanding machines.

Unit VIII Power Machines

A. Selection of correct machine.
B. Proper use of machines.

Unit IX The Nail

A. How made.
B. How sold.
C. Selection of.

Unit X Wood Glue

A. Types.
B. Preparation of.
C. Proper application.

Unit XI Common Hardware

A. Familiarization with.

Unit XII Lumber Industry

A. What it is.
B. Where found.

Unit XIII Lumber

A. Where sold.

Unit XIV Our Forests and Conservation

A. Where found.
B. What they mean to us.
C. Preservation of them.

Unit XV Individual and Group Work

A. Special projects in shop.
B. Special projects outside shop.

General Plastics Area

Objectives:

1. To acquaint the student with the more commonly used plastic and plastic products.

2. To develop the student's interest and ability to carry on in an avocational plastic shop.

Unit I Safe Working Practices in the Plastic Area

A. General conduct in the plastic area.
B. Injuries procedures.
C. Safe practices with hand tools.
D. Safe practices with power tools.
E. Fires, fire extinguishers, fire drill procedures.

Unit II Good Housekeeping

A. Care of shop furniture.
B. Cleaning with a brush, mop, broom, cloth, air hose, vacuum cleaner, and Roto-Clone.
C. Care of cleaning equipment and storage of cleaning equipment.

Unit III — Proper Use of Hand Tools

A. Marking and layout tools.
B. Cutting tools.
C. Boring tools.
D. Forming.

Unit IV — Familiarization and Selection of Plastic and Related Materials

A. Identification of different types of plastic.
B. Selection of proper plastic for the job.

Unit V — Planning and Procedure for Plastics Work

A. Patterns.
B. Steps to follow in constructing a project.

Unit VI — Acquaintance with Plastic Finish and Surfaces

A. Colors.
B. Wax.
C. Smooth.
D. Rough.

Unit VII — Familiarization with Power Tools and Accessories

A. Cutting machines.
B. Boring machines.
C. Sanding machines.

Unit VIII — Power Machines

A. Selection of correct machine.
B. Proper use of machine.

Unit IX — The Plastic Industry

A. What it is.
B. Where found.
C. Types of plastics manufactured.

Unit X — Plastic Cement

A. Types of cement.
B. Uses of cement.

Unit XI — Overlaying

A. What overlaying is.
B. How it is done.
C. Purpose for it.

Unit XII — Storing and Care of Plastic

A. Storage area.
B. Protection of surfaces.

General Leather

Objectives:

1. To acquaint the student with the more commonly used leather and leather products.

2. To develop the student's interest and ability to work on leather in an avocational leather working shop.

Unit I — Safe Working Practices

A. Proper handling of knives and other sharp tools.
B. Safe working conditions such as lighting, seating, work areas, etc.
C. Safe use of machines as sander and band saw.

Unit II — Good Housekeeping

A. Cleaning work area including benches and floor.
B. Return tools to tool racks.
C. Cleaning jobs; each person cleans his own area.

Unit III — Leather - Its Source and Uses

A. Types of leather: hides, skins, lining leather.
B. Where leather comes from: animals such as cows, calves, pigs, horses.
C. Uses such as shoes, saddles, wearing apparel, etc.

Unit IV — Familiarization and Selection of Leather and Related Materials

A. Recognition of and identification of hides, skins, and lining leather.
B. Recognition of and identification of buckram, lacing, and hardware.

Unit V — Proper Use and Care of Hand Tools

A. Layout, marking, cutting, and punching tools.
B. Care of sharp edged tools and others.

Unit VI — Acquaintance with Leather Finishes, Conditioner, and Dyes

A. Polish, neat-sheen, saddle soap.

WORK ORIENTATION SHOP

	Woodworking	Plastics	Leather Work
Layout	Projects are layed out using full size cardboard or paper patterns. Plans scaled to whole inches are also used.	Projects are layed out using full size cardboard or paper patterns. Plans scaled to whole inches are also used.	Projects are pre-cut kits.
Tool use	Extensive use of hand tools is employed for cutting out projects. Limited use of the following power tools is employed: band saw, jig saw, power sander, drill press, and bench buffer.	Extensive use of hand tools is employed for cutting out projects. Limited use of the following power tools is employed: band saw jig saw, drill press, power sander, and bench buffer.	Limited use of hand tools is employed for any further cutting of projects.
Assembly	Projects are fabicated using nails, fasteners, and glue.	Projects are fabricated using glue.	Projects are fabricated glue and laces.

	Woodworking	Plastics	Leather Work
Finishing	Finishing and sanding is done by hand and limited use of power sanders is employed. Water base paint is used.	Finishing is done using wax and a clean cloth.	Finishing is done by use of saddle soap and shoe polish.

WORK ORIENTATION HOMELIVING

Homemaking classes emphasize the experiences of home living to aid the child in being a useful, helpful family member.

Field trips into the community include monthly trips to purchase classroom supplies, personal shopping trips, and others relating to the area of instruction being presented. Film strips and movies are used to supplement the program when adaptable.

Personal Development

Objectives:

1. To develop a desire to appear attractive and well groomed.
2. Understanding of the basic needs of people living together; their rights and obligations.
3. Develop a desire to be a cooperating member of the group and society.
4. Some understanding of the human growth process and its relationship to health, personal appearance, and social life.

Unit I Good Grooming

- A. Acceptable appearance for school, on job, in home, at social occasions.
- B. Daily and weekly health needs:
  1. baths and washing:
  2. hair care;
  3. teeth;
  4 skin, hands, feet, and nails;
  5. clothing changes.

Unit II Social Behavior

- A. Behavior acceptable in school, home, job, and Colony situations:
  1. table manners;
  2. general manners.
- B. Individuals:
  1. respect for other's property, rights, and feelings;
  2. differences between individuals.

Unit III Girls' Development

A. Body changes.

Foods

Objectives:

1. Some basic understanding of a balanced, healthful diet.
2. Ability to prepare simple foods.
3. Ability to prepare simple meals.
4. Develop social acceptable table manners.
5. Understanding of need for food, and kitchen cleanliness for sanitary food handling.
6. Ability to serve, or assist in serving food to others.
7. Enjoyment of meal planning, preparation, serving (and eating) in family type service, buffet service, and picnic situations.
8. Ability to offer and accept friendly hospitality.

Unit I Daily Meals

A. Body needs.
B. Basic food groups.
C. Family meals prepared in home.
D. Buying foods in groceries, markets.

Unit II Cooking Tools and Measuring

A. Identification of most used tools, utencils and appliances.
B. Measuring of food stuffs.

Unit III Table Setting

A. Identification of various types of tableware and its use.
B. Proper setting of a table for breakfast, lunch and snacks.

Unit IV Cleanliness and Safety in the Kitchen

A. Personal cleanliness.
B. Dishwashing and kitchen cleanup.
C. Special cleaning of utencils, pots, and pans, large and small appliances, and silverware.
D. Safe use of sharp tools, fire, and accident precautions.

Unit V Preparation of Simple Foods

A. Snacks - summer drinks, cookies, sandwiches, beverages, special party foods.
B. Breakfast - fruits, eggs, pancakes, waffles, syrups, cereals, beverages, and bacon.
C. Lunch or supper - soups, sandwiches, salads, casseroles, hamburgers, chili, raw vegetables, and desserts.

Clothing

Objectives:

1. Some ability to select and care for suitable clothing for the individuals.

2. Some proficiency in making simple washable garments useful to the student.

3. Ability to use or operate sewing equipment according to the individual's abilities.

4. Some skill in understanding how to care for clothing of different fibers, finishes, and trims.

Unit I Selecting Clothing

A. Factors involved include body proportions of wearer, coloring, planned uses, care needed, and price.
B. Daily selection from Colony wardrobe affected by seasons, plans for day.

Unit II Simple Clothing Construction

A. Sewing tools, their purpose and safe use.
B. Quick projects as felt bedroom slippers, button bracelets, place mats, headscarves.
C. Safe operation of sewing machine.
D. Simple garment construction, aprons, skirts, sleeveless blouses.

Unit III Clothing Care

A. Mending:
   1. replacing buttons;
   2. hems;
   3. seams and torn areas.
B. Stain removal.
C. Washing clothing:
   1. sorting;
   2. cleaning agents;
   3. operation of automatic washer and dryer;
   4. handling or folding, and storing;
   5. ironing.
D. Pressing

Home Care

Objectives:

1. Ability to operate and use satisfactorily home cleaning tools and materials in cleaning situations.

2. Understanding of health needs which make cleanliness in a home important.

3. Enjoyment of neat, orderly room.

Unit I Room Cleaning

A. Work patterns.
B. Tools and supplies:
   1. vacuum cleaners;
   2. brooms, mops, brushes;
   3. polisher, waxes, metal cleaners.

Unit II Special Cleaning of Areas

A. Kitchen:
   1. stove, refrigerator, sink;
   2. cupboards, windows, walls;
   3. floors;
   4. trash and garbage;
   5. dishwashing.

B. Dining and living room areas:
   1. glasswares, silverware;
   2. table cloths, mats;
   3. floors, rugs, draperies, lamps, books, sofas, chairs.

C. Bedroom:
   1. bed-making;
   2. storage of bedding, personal clothing.

D. Bathroom:
   1. bathtub, toilet bowl, wash bowl, shower;
   2. storage of towels;
   3. storage of toilet articles, cosmetics.

E. Laundry area:
   1. care of washer and dryer;
   2. storage of washing materials, bleaches, starches;
   3. irons and ironing board care.

Child Care

Objectives:

1. Some understanding of smaller children, their development and needs.

2. To develop an awareness of safety needs of children.

Unit I Understanding Children

A. Individuals are different.
B. Growth patterns of children.

Unit II Children's Needs

A. Feeding.
B. Bathing.
C. Play.
D. Clothing.
E. Sleep.
F. Safety and first aid.

WORK ORIENTATION HOMELIVING

Expected Levels of Attainment

Personal Development	Foods	Clothing	Home Care	Child Care
Each student has own grooming supplies in classroom for hair, hands, and body care.	Teacher-directed preparation of simple foods. Some independent repeating of simplest foods prepared.	Some understanding of clothing needs and appropriate dress for activities.	Assume responsibility for general room and care of classroom.	Able to relate to small children.
Clothing choices discussed and students encouraged to select appropriate clothing.	Students become aware of acceptable table etiquette and practice courtesy.	Interest and some skill in sorting, washing, drying, and folding personal clothing laundered in class.	Understanding of general cleaning work rules.	Shows interest and concern for safety of the child.
Special area assigned for each girl's classroom supplies and materials. Some checks made by teacher on student's ability to keep drawers neat.	Most girls expected to know names of items included in family table setting. May use illustrated material to help set table correctly.	Ability to iron skirt and willingness to practice ironing more difficult items.	Able to identify and use most common cleaning tools of various makes and types.	Able to care for child with mother or teacher supervision.

Personal Development	Foods	Clothing	Home Care	Child Care
	Each girl expected to take turns at various clean-up jobs, to cooperate, be helpful and understanding. Kitchen areas inspected by teacher.	Girls learn to operate sewing machine for straight stitching. Construct simple garment as skirt. Teacher aids in more difficult problems as zipper to avoid frustration. Should be able to thread machine using illustrative aids and charts.	Given cleaning experiences under teacher's guidance.	

WORK ORIENTATION CONCURRENT WORK EXPERIENCE

Food Service (Kitchen) Job Training Outline

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
Pre-rinsing dishes at dishwasher	A. Pre-rinses glasses first. B. Changes water after each car load.
Rough washing dish carts	A. Washes clean with soap and water.
Stacking dishes for washing	A. Places articles so the face of trays and dishes enter washer first.
Removing dishes from washer and stacking	A. Removes racks from washer and allows dishes to air-dry. B. Stacks dishes properly on clean dish cart.
Storing dishes in dining room cupboard	A. Stores glasses in glass racks. B. Stores cups in cup racks.
Cleaning and scrubbing	A. Sweeps dining room. B. Washes windows inside. C. Scrubs loading platforms. D. Mops dining room floor. E. Cleans dishwashing area.

WORK ORIENTATION CONCURRENT WORK EXPERIENCE APPENDIX A

Grounds Maintenance Job Training Outline

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
Lawn Care	A. Rakes leaves and trash. B. Picks up litter, twigs, and branches.
Care of trees and shrubs	A. Removes dead wood from shrubs. B. Assists in removing dead trees and shrubbery.
Snow removal	A. Shovels snow from walks.

WORK ORIENTATION CONCURRENT WORK EXPERIENCE

Trucker's Helper Job Training Outline APPENDIX A

TASKS AND DUTIES	THINGS TO KNOW ABOUT THEM
Paper Truck	A. Assists in picking up waste paper from all containers daily. B. Assists in burning paper in the incinerator. C. Helps pick up broken furniture and deliver it to carpenter shop or service building for repair, and then helps return repaired articles. D. Assists in delivering marking room supplies and new clothing. E. Assists in hauling vegetable to the kitchens twice weekly.
Dump Truck	A. Assists in picking up garbage daily. B. Helps load sand, gravel, and dirt. C. Cuts weeds. D. Assists in moving furniture. E. Assists in excavating. F. Helps put up and take down snow fences. G. Helps erect and dis-assemble playground equipment. H. Assists in snow removal.

WORK ORIENTATION INDUSTRIAL THERAPY WORK AREAS

APPENDIX B

Department or Service	Work Area	General Outline of Duties
Cottage Living Department	Cottage 1 Cottage 2 Cottage 3 Cottage 4 Cottage 5 Cottage 6 Cottage 12 Cottage 13 Cottage 14 Cottage 15	General janitorial work, clothes room operation, patient escorting, linen folding.
	Barber Shop	Patient escorting, holding patients in chairs, rough clipper work, and shop cleanup.
	Beauty Shop	Patient escorting, holding and lifting patients, shampooing, and hair setting.
	Messenger	Distributing communications, mail, small packages. etc.
Food Service	Bakery	Forming dough, slicing bread, cleanup.
	Butcher Shop	Boning, grinding, packaging.
	Kitchen 2 Kitchen 3 Kitchen 5 Kitchen 12 Kitchen, Central	Vegetable preparation, dining room, pot and pans, dishwasher and ticket taker.
Outside Detail	Detail Truck Food truck Laundry Trash truck	Loading and unloading.

WORK ORIENTATION INDUSTRIAL THERAPY WORK AREAS

APPENDIX B

Department of Service	Work Area	General Outline of Duties
Outside Detail	Grounds Detail	Lawn and shrub care, snow shoveling, tree trimming, etc.
Patient Soda Bar	Soda Bar	Cleanup, waiting on tables. counter, food preparation, stocking.
Activity Department	Activity areas	Patient escorting, cleanup.
School Department	Classroom	Patient escorting, aiding teachers.

APPENDIX C

MUSIC FOR THE TRAINABLE CHILD

Music is extremely important in the program of the trainable child. Because most of the children are fond of music, they respond to it and can focus their attention on its activities. The music program is not designed for the purpose of discovering talented children. Its scope is much broader, namely, to make the child happier and more sensitive to beauty. As a socializing force, music enables him to adjust himself more adequately to his environment.

The first step towards success is to secure the interest and attention of the children through a sympathetic enthusiastic attitude toward them. The music period should be one of pleasure, inspiration, recreation, but never a dull, monotonous routine.

The world of the child is full of wonder, beauty, and novelty, with endless possibilities of delight and enchantment. Adults should not forget to "live with them" through this period of their lives.

Following is a sequential program of music for "trainable" children. Due to individual differences, some children will progress to the Advanced Music Program, while others will only be able to participate in the more simple music activities. Suggested activities are included to help each child according to his own ability.

AIMS IN THE MUSIC EDUCATION OF THE MENTALLY RETARDED CHILD

1. To promote the social development of the retarded child through functioning and learning.
2. To create within the child a mood or attitude conductive to better functioning and learning.
3. To improve speech and enunciation through singing.
4. To develop the child's awareness of his environment through listening.
5. To develop correct posture.
6. To develop the love for and appreciation of good music.
7. To provide a clean, emotional outlet, a means of self-expression and inspiration for the individual.

8. To develop a sense of rhythm through various rhythmic activities.

9. To provide pleasure and entertainment.

TRAINABLE I

(BEGINNING EXPERIENCES)
MUSIC

SPECIFIC AIMS

1. To develop a love for music through singing, rhythms, and listening.
2. To feel and express moods of music.
3. To feel and express rhythms of music.
4. Speech and auditory training.

TRAINABLE I

(Beginning Experiences)

A. Finger plays and action games.

B. Body Rhythms
   1. Clapping hands.
   2. Stamping feet.
   3. Swaying back and forth, or sideways, in chair.
   4. Walking and marching in a large circle.
   5. Running.
   6. Jumping with both feet.

C. Singing Games
   1. Roll the ball while song is sung.
   2. Walk to own name while teacher and children sing the name.
   3. See-saw -- sway back and forth with partners.
   4. Singing circle formation (all the children do the same thing).
      a. Mulberry Bush;
      b. Ring-around-the-rosy;
      c. Looby Loo;
      d. This is the way my dolly walks.

D. Rhythm Instrument Activities
   1. Starting and stopping
      a. keep instrument quiet;
      b. play only when music begins and stop when music stops;
      c. keep instrument quiet even though music is playing.

   2. In group, play instrument different from those of other children so that sound of own instrument can be heard. When proficient, play same instrument as other children.

3. Beating rhythmically
   a. clap hands in own rhythm. Teacher sings or plays accompaniment;
   b. pound clay or pegs into board rhythmically;
   c. join teacher in beating time to a song.

4. At first rhythm sticks only are used, adding other instruments as the group progresses.

E. Singing
1. Short phrase and sentence songs.
2. Tone matching games and drills.
3. Singing simple songs on neutral syllables (100, ma, ba, etc.).
4. Dramatization of songs.

F. Listening Activities
1. Listening period aid the attention span when the children just sit quietly and listen for very short periods.
2. Discriminating taste in music can be fostered informally by playing records while children are performing routine tasks, engaged in quiet play, or resting.

TRAINABLE II

(INTERMEDIATE EXPERIENCES)
MUSIC

SPECIFIC AIMS

1. To develop a love for music through singing, rhythms, and listening.
2. To feel and express moods and rhythm of music.
3. Speech and auditory training.
4. To develop physical coordination through rhythm activities.
5. To develop the ability to sing in tune.
6. To recognize simple fundamentals of music interpreted through physical movement. (Ex. high-low; soft-loud; fast-slow).

A. Finger plays, action, and counting songs.

B. Body rhythms (no formal formation). It is suggested that the same music be used each time for a particular rhythm. As association is built enabling the child to change rhythm when he hears a change in the music without any verbal direction from the teacher.

1. Marching - walk in a majestic manner, lifting the knees a little higher than in ordinary walking.
   a. free expression - marching, strutting, prancing, clapping
   b. imitative play - soldiers, marching band, circus parade, drum major, scouts marching.
2. Jumping - children jump with both feet together.
3. Running - use a light, fast little step on tip toe.
4. Walking - walk with a natural firm step, swinging arms.
5. Hopping - holding body erect, hop on one foot while holding up the other; interchange as the foot tires.
6. Galloping - the child steps forward lightly with one foot in the lead. The other foot is then brought up to the leading foot.
7. Sliding - use sliding steps forward or sideward.
8. Skipping - the child is instructed to stand on one foot and hop, then stand on the other foot and hop, and continue on alternating feet until the skipping notion becomes easy.

9. Leaping - use long, running steps, leaning on the ball of the foot.
10. Swaying - twisting - turning -- children stand with feet slightly apart. In response to the music, they may sway or twist, or turn apart. In response to the music, they may sway or twist, or turn from side, to side, or forward and backward. The arms may hang limp or be raised to twist and sway with the body.
11. Swinging - swinging movements may be sidewise, forward or backward.

C. Body rhythms or motions emphasizing auditory perception.

1. High and low ranges - children listen to music and make a specific response according to whether the notes are high or low.
   a. reach high, bend down - for high or low tones.

2. Loud and soft tones - response is determined by volume of the music.
   a. walk to music, then tip toe -- for loud or soft tones.

3. Slow and fast music - children respond to the tempo of the music.
   a. slow -- walking, giant steps, elephant walk, slow rhythmic motions.
   b. fast - running, light fairy steps, tip toe running steps, faster walking movements.

D. Singing games
1. More difficult single circle formations.
2. Single circle formation (one in center, or outside the circle).

E. Rhythm instrument activities
1. Organization
   a. any combination of instruments can be used, sticks, cymbals, drums,sand blocks, tambourines, wood blocks, jingle clogs, maracas, triangles
   b. the piano or record player may be used for accompaniment
   c. the children should be grouped according to ability

2. Playing by rote
   a. at first rhythm sticks are used, adding other instruments as the group progresses.
   b. child learns the name and sound of each instrument and how to hold it correctly.
   c. child must learn to play and stop at the proper time
   d. play instrument with one group of children and remain quiet while other group plays

F. Singing
   1. Tone matching games and drills to help the out of tune singer.
   2. Say words of songs in rhythm. Children should be encouraged especially to say first words of phrases as they are inclined to omit these.
   3. Sing songs with neutral syllables (100, ma, ba, etc.) in order to concentrate on melody.
   4. Dramatization of songs.
   5. Variety of simple songs, with repeated phrases and simple melody of a few words.
   6. Songs with simple melodic and rhythmic patterns;
      a. Mother Goose and nursery rhymes
      b. holiday songs
      c. seasonal songs
      d. songs about animals and nature
      e. songs about children
      f. patriotic songs
      g. finger plays and counting songs

G. Listening activities
   1. Quiet listening.
   2. Responsive listening:
      a. familiar melodies
      b. simple and song-like melodies
      c. music with various moods
      d. music with strong rhythmic accent

3. Background music - discriminating taste in music can be fostered informally by playing reocrds while children are performing routine tasks, engaged in quiet play, or resting.

TRAINABLE III

(ADVANCED EXPERIENCE)
MUSIC

SPECIFIC AIMS

1. To develop a love for music through singing, rhythms, and listening.
2. To feel and express various moods and rhythms in music.
3. To develop physical coordination through rhythm activities.
4. To develop the ability to sing in tune.
5. To recognize simple fundamentals of music interpreted through physical movement.
6. To build a song repertoire.

A. Body Rhythms - (see intermediate level)
   1. Do exercises to music such as deep knee bend; stretching of arms, up, out, down.
   2. Combine several actions: run and leap, walk and run, etc.

B. Body Rhythms or motions emphasizing auditory perception
   1. Musical chairs.
   2. Bounce balls to music "bounce, catch, hold" (3/4 time); "bounce, bounce, bounce, hold" (4/4 time).
   3. Do body rhythms appropriate to drum beat or to a musical piece that is played at different speeds or volumes.

C. Singing games and folk dances
   1. Play more difficult circle games.
   2. Singing games or dances in which a child dances with a partner.
   3. Simple square dances where dancers circle, swing, promenade in couples.

D. Rhythm instrument activities (see intermediate level)
   1. Starting and stopping
      a. start playing after an introduction
      b. lead band, indicating when different instruments come in

2. Beating time
   a. change tempo with tempo change in music

3. Volume
   a. beat softly or loudly, depending upon teacher's direction, or upon piano or words of song

4. Handling instruments
   a. learn from teacher different ways to play instruments
   b. play one instrument different ways during piece

5. Learn to handle records and operate old phonograph
   a. place plug in outlet
   b. open the instrument
   c. adjust the speed - 1.78 RPM; 2.45 RPM; 3.33 1/3 RPM
   d. place record on spindle
   e. place arm on record
   f. adjust volume and tone

E. Singing
   1. Choose a variety of well known adult songs and choruses of more difficult ones.
      a. match tones to improve tonal hearing;
      b. those who sing well take turns performing for the group;
      c. suggested procedures:
         (1) teacher creates interest in the song through a story or a picture
         (2) teacher chants words and claps rhythmically while children listen
         (3) teacher and pupils chant words, clapping rhythmically
         (4) teacher sings the song while children clap the rhythm and listen to the melody
         (5) teacher and pupils sing the song together, clapping rhythmically. The teacher must stop singing as soon as possible and let the pupils carry on independently
         (6) pupils sing the song, showing the rise and fall of the melody with their hands
         (7) pupils show what the song swing is - whether in two's, three's, or four's
         (8) sing entire song for enjoyment.

2. Folk songs that can be used for folk dancing.
3. Patriotic songs.
4. Holiday songs.
5. Seasonal songs.
6. Number and counting songs.
7. Songs of special interest.

F. Listening Activities

1. Periods of quiet listening should be provided for the children.
   a. children should learn to recognize melodies that are repeated;
   b. rhythmic variety should be included in the selections.

2. Active Listening
   a. children should be encouraged to hum tunes that are easily recognized;
   b. instruction should include introduction to distinguishing instruments by sound.

ART PROGRAM

Many retarded children are denied satisfaction gained from intellectual power, the world of work, effective interpersonal relationships and in other areas of living which normal persons participate. As a result, aesthetic expression and appreciation is an important area of development among retarded children.

Southern Wisconsin Colony recognizes the worth and need of providing the retarded the opportunity and resources of finding ways and means for creative expression and developing special interests and abilities. Such opportunities are aimed at helping the child and adult retarded to achieve aesthetic satisfaction from natural environment, good grooming, and attractive clothing.

An art program helps a child to grow in many ways. It is a just means to growth. The final products are not important except as they are important to the child. The hands help the mind to learn as the mind helps the hands to do. It is a continuing process and is as hard to measure as any other constantly growing process. Each child is in himself an individual and grows at an ever changing rate of speed. Mental, emotional, social, perceptual, physical, aesthetic, and creative growth can occur through the art program. The attempt to achieve whatever growth that is possible is the objective of this art program.

OBJECTIVES: TRAINABLE I AND TRAINABLE II

1. To develop a concept of color.
2. To develop a concept of self and the human figure.
3. To develop motor coordination.
4. To develop the ability to work in a group.
5. To lengthen attention span to thirty minutes or more.
6. To develop art as a means of expression.
7. To expose to creative activities and free choice of materials.
8. To give some pleasure to their lives.

Program: Trainable I and Trainable II

I. Color

- A. Names of colors.
- B. Choice of color to a slight degree.
  1. Santa is red.
  2. Pumpkin is orange.
- C. Materials
  1. Large crayons
  2. Poster paints, large brushes.

II. Human Figure (after scribbling stage)

- A. Draw themselves.
  1. Do we have one eye?
  2. Do we have arms and legs?
- B. Draw mother, father, or teacher.

III. Coordination

- A. Scribbling stage (gross motor skills)
- B. Control of crayons and paint brushes (fine motor skills).

IV. Offer Free Choice of Materials

A. Large crayons.
B. Poster paints with large brushes at an easel.
C. Plasticene.
D. Scissors and paste.
E. Try small crayons and water colors with small brushes.

Evaluation Chart: Trainable I

I. Mental Age 2 - 3

A. Uncontrolled scribbling.
B. Pounding and kneading of clay.
C. Enjoyment of doing things.

II. Mental Age 2-1/2 - 3-1/2

A. Controlled repeated motions in scribbling.
B. Makes a coil of clay.
C. Enjoys breaking clay.
D. Concentrates on what he is doing.

Evaluation Chart: Trainable II

I. Mental Age 3 - 4

A. Names his scribbling.
B. Names his clay pieces.
C. Uses his own ideas.

II. Mental Age 4 - 5-1/2

A. Concept of man shows more than head and feet.
B. There is an increase in details.

OBJECTIVES: TRAINABLE III

1. To develop a concept of self and awareness of environment.
2. To increase attention span to sixty minutes or more.
3. To develop art as a means of expression.
4. To promote creative growth (price in own work).
5. To develop a sense of responsibility.

6. To start development of fine motor skills.

7. To develop an idea of seasons and holidays.

Program: Trainable III

I. Develop Self Concept

A. Attempt to get them to try to do things by themselves.
B. Sense of accomplishment in a finished product is very important to them at this time.

II. Awareness of Environment

A. Things around them.
B. Holidays and seasons.

III. Color

A. Names of colors.
1. Know the twelve colors in their crayon box.
2. Card game of colors or color bingo game.

B. Mixing of colors.
1. Water colors.
2. Finger paints.

C. Use of colors together.
1. Restricting (using two or three colors)
2. One dark one light color.
3. Use of neutral colors with brighter colors.

IV. Motor Skills

A. Control of scissors in cutting.
B. Folding paper.
C. Paper sculpture.
D. Use of small brushes and crayons.
E. Ceramic figures and objects.

V. Attention Span

A. Should be able to stay with one type project per class period (45 - 60 minutes).
B. Should not require frequent motivation after initial direction.

VI. Responsibility

A. Able to clean up own work area.

B. Can be allowed to get his own supplies from the cupboard.

VII. Creative Growth

A. Draws actual things, people, etc.
B. Enjoys trying new projects and materials.

Evaluation Chart: Trainable III

Mental Age 5-1/2 - 7

A. Parts of body are drawn.
B. Features are included.
C. Use of different symbols.
D. Use of details.
E. Increase of details.
F. Drawing is representational
G. Free of stereotype drawing (emotional growth)
H. Idea of space (beginning of base line)

SPEECH AND LANGUAGE DEVELOPMENT FOR THE TRAINABLE CHILD

Each individual living within a society, whether the setting is an institution or community, has the need to communicate with others, and man's most common form of communication is oral language. It has been proven that there is a positive correlation between intelligence and the level of speech and language development. Therefore, children with lower mental ability are frequently "unfinished" in the area of communication. Although the mentally retarded child passes through the same sequential stages of speech and language development as a normal child, the rate of progress is much slower and the amount of success achieved is dependent upon his mental ability and the presence of other handicaps such as organic disabilities or emotional problems.

A speech and language program for the trainable child should be an integral part of every learning experience with the primary objective being understandable, usable speech It is also recommended that a specific period of class time be designated each day for speech and language development. The role of the classroom teacher is to conduct activities in this area with the staff of the speech and language development. The role of the classroom teacher is to conduct activities in this area with the staff of the speech and hearing department assisting with evaluation and acting as consultants. Children who are in need of individual help may be referred for therapy.

Because speech and language is a learned behavior and is developed on a sequential basis, the following guidelines are suggested for Trainable I, II, and III. It is recommended that an activity from each of the four areas be incorporated in each session.

TRAINABLE I

(BEGINNING EXPERIENCES)
SPEECH - LANGUAGE

OBJECTIVES

1. To create a desire for oral communication.
2. To develop readiness for speech.
3. To develop meaning for sounds and word-sounds.
4. To develop the ability to "say" words.
5. To develop the ability to "use" words individually and in simple sentences.

PROGRAM

A. Exercises

1. Relaxation - to relax gross body muscles
   a. games
   b. quiet music
2. Lip and tongue exercises - to control movement of lips
   a. imitate simple movements of lip and tongue
3. Breathing exercises - to control and direct air stream
   a. blowing feathers, ping-pong balls, paper strips, bubbles
   b. drinking through straws

B. Ear training - to distinguish sounds

1. Grossly different sounds
2. Finer sounds
3. Animal sounds
4 Everyday sounds

C. Speech readiness development

1. Locating parts of body
2. Locating speech organs
3. Imitating movements
   a. finger plays
   b. games
   c. records

4. Babbling
5. Vowel sounds
6. Labial consonants
7. Combinations of labial consonants and vowel sounds
8. "Say" words
9. "Use" words

D. Lanaguage development

1. Perceiving
   a. Watching
      (1) look at picture books
      (2) watch pets, moving toys
      (3) walks to observe surroundings
      (4) seasonal changes
      (5) film strips

2. Listening
   a. stories and nursery rhymes
   b. follow simple directions

3. Imitating
   a. sounds
   b. actions
   c. words

4. Naming
   a. toys
   b. objects
   c. colors
   d. persons
   e. social words
   f. numbers

TRAINABLE II

(INTERMEDIATE EXPERIENCES)
SPEECH - LANGUAGE

OBJECTIVES

1. To increase the vocabulary.
2. To continue the desire for oral communication.
3. To develop and improve speech.
4. To use and understand simple forms of connected language.

PROGRAM

A. Exercises

1. Relaxation of finer muscles
2. Lip-tongue exercises
   a. follow instructions for specific placement of tongue and lips
3. Breathing
   a. control inhaling, exhaling, and holding of breath
   b. Direct air stream in specific direction:
      (1) balloons
      (2) games

B. Ear training

1. Finer sounds
2. Animal sounds
3. Speech sounds

C. Speech development

1. Sound discrimination
2. Continue developing vowel sounds.
3. Continue developing labial sounds
4. Develop tongue-labial consonants
   a. separately
   b. in vowel combinations
   c. in words
   d. in simple sentences

D. Language development

1. Increase vocabulary of persons, places, and things.
2. Introduce and use adjectives;
   a. descriptive
   b. opposites

3. Use simple sentences:
   a. events of the day
   b. describing pictures
   c. conversation

4. Introduce and use question forms
5. Use two or more simple sentences in sequence.

TRAINABLE III

(ADVANCED EXPERIENCES)
SPEECH - LANGUAGE

OBJECTIVES

1. To increase the vocabulary.
2. To continue the desire for oral communication.
3. To use simple-complex forms of connected language.

PROGRAM

A. Exercises

1. Relaxation of all body muscles.
2. Lip-tongue placement for specific sounds.
3. Breathing

B. Ear Training

1. Identifying specific speech sounds
   a. initial
   b. medial
   3. final
2. Sound discrimination (right and wrong)

C. Speech development

1. Continue developing labial sounds
2. Continue developing tongue-labial consonants.
3. Introduce and develop tongue-palate consonants
   a. separately
   b. vowel combinations
   c. words
   d. simple sentences
4. Introduce and develop sibilant sounds
   a. separately
   b. vowel combinations
   c. words
   d. simple sentences

D. Language development

1. Increase vocabulary
   a. nouns
   b. adjectives
   c. verbs

2. Introduce and use adverbs
3. Introduce and use phrases
4. Develop conversation ability
5. Tell events and stories in sequence
6. Give directions

FIELD TRIPS

Field trips are to be taken whenever they relate best to the unit being presented in the classroom. They need not be terminating activities, indeed, some are best as introductory material and, with the use of films, structuring with a realistic approach to the material is not too difficult. Needless to say, preparation in varying degrees must be made for each trip.

Following is a list of field trips found to be of the m most value to the pupils and teacher:

I. Field trips within the Colony:
   - A. Barber shop
   - B. Beauty shop
   - C. Food Services
   - D. Clothing services
   - E. Snack bar
   - F. Water supply
   - G. Electrical supply
   - H. Disposal services
   - I. Communications
   - J. Transportation
   - K. Laundry services
   - L. Medical services
   - M. Janitorial services

II. Field trips to the city (commercial):
   - A. Small and large grocery stores
   - B. Drug stores
   - C. Hardware stores
   - D. Clothing stores
   - E. Shoe stores
   - F. Restaurants and drive-in
   - G. Gas stations
   - H. Variety stores
   - I. Discount stores

III. Field trips to the city (individual and community):
   - A. Fire department
   - B. Polic station
   - C. Water services
   - D. Electrical services
   - E. Public health department
   - F. Disposal services
   - G. Emergency services

IV. Field trips to the city (medical):
   - A. Doctor's office
   - B. Dentist's office

C. City hospital
D. Emergency services

V. Field trips to the city (transportation and communication):
A. Bus station
B. Train station
C. Airport
D. Taxicab service
E. Telephone company
F. Radio and television station
G. Post Office
H. Telegraph office
I. Newspaper office

VI. Field trips to the city (world of work):
A. Social Security Office
B. Employment services
C. Job interview
D. Areas of job possibilities

VII. Field trips to the city (banking and insurance):
A. Bank
B. Savings and loan
C. Lawyer's office
D. Court
E. Insurance company

VIII. Field trips to the city (recreation):
A. Zoo or parks
B. Bowling alley
C. Picnic
D. Sports event
E. Y.M.C.A. or Y.W.C.A.
F. Public library
G. Public beach

Other Curriculums

Other curriculums published by the Southern Wisconsin Colony and Training School which are available at no cost are:

A Curriculum for the Residential Pre-School Child

A Curriculum for the Residential Educable Child

An Activity Curriculum for the Residential Retarded Child